

- STORYTELLING...
ADLN - PERPUSTAKAAN UNIVERSITAS AIRLANGGA
- READING COMPREHENSION...

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**THE INFLUENCE OF STORYTELLING
ON INCREASING THE MASTERY OF READING COMPREHENSION
OF 9-11 YEARS OLD STUDENTS
AT SENTRA: FOREIGN LANGUAGES AND PROFESSIONAL STUDIES**

A THESIS



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ABSTRACT

Reading is an important task which we almost always do in our daily life. Reading a passage which is written in our language is obviously easier rather than reading a passage written in other language. However, as English has been a universal language which is needed to expand our horizon, sometimes we are forced to read text or material in English.

Reading is one of the most crucial skills for a child's success in school and life. If children do not learn to read with comprehension early enough, they might find some difficulties in their education. On the other hand, if we make the children get used to reading English passages since early years, their reading skill will be more advanced in the next stages.

In this research, the writer attempts to find out whether storytelling has influence on increasing the mastery of reading comprehension. If it is proved to have influence on the mastery of reading comprehension, furthermore storytelling may be proposed as a method to teach reading comprehension.

The research was conducted in Sentra: Foreign Languages and Professional Studies where 20 elementary school students became respondents. They were divided into two groups; the experimental group and the control group. Each group consists of 10 students. The experimental group was taught reading by storytelling activities, whereas the control group was taught by conventional method, that is, by linking the main idea of each paragraph and translating difficult words into Indonesian.

After collecting the data, the writer analyzed the data using statistical test (independence t-test). The result shows that the null hypothesis is rejected and the alternate hypothesis is accepted. It means that storytelling has influence on increasing the mastery of reading comprehension. Besides, the score escalation of the experimental group is higher than that of the control group.

The fact that null hypothesis is rejected and the alternate hypothesis is accepted might be due to some factors. Firstly, students' condition in every meeting was not always the same which affected their scores in doing reading task which needed concentration. Secondly, children need a good reason to read. Usually, they are willing to read the material that they are interested in. Thirdly, students in the experimental group were exposed at least to three different mediums: pictures, the writer's voice and the reading text. On the other hand, the control group was exposed only to the writer's explanation and the reading text. Finally, the experimental group had schemata or 'background knowledge' about the passage as they had heard the story before they did the reading text, whereas the control group had not, because they never heard or met the reading material before.

The result of this research shows that storytelling is quite effective on increasing their mastery of reading comprehension. Therefore, storytelling may be applied as a method of teaching reading comprehension.

Keywords: Storytelling, reading comprehension